

## Cross Elementary

1325 Ranger Drive  
Cross, SC 29436

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School |              |
| <b>Enrollment</b>     | 387 Students           |              |
| <b>Principal</b>      | Carolyn Myers-Gillens  | 843-899-8916 |
| <b>Superintendent</b> | Dr. J. Chester Floyd   | 843-899-8600 |
| <b>Board Chair</b>    | Kathleen Bounds        | 843-761-5437 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2         | 6    | 49      | 76            | 14             |

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Average                | Average                   | N/A                             |
| <b>2003</b> | Average                | Average                   | No                              |
| <b>2004</b> | Average                | Good                      | Yes                             |
| <b>2005</b> | Average                | Below Average             | No                              |

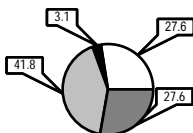
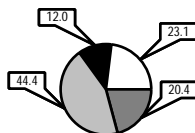
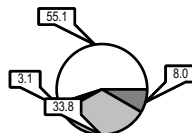
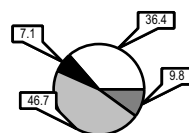
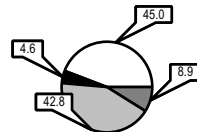
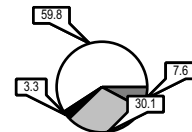
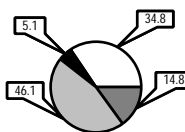
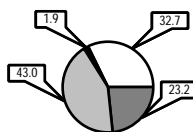
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 248   | 100.0           | 27.6                 | 41.8           | 27.6                | 3.1               | 41.3  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 139   | 100.0           | 32.3                 | 39.4           | 26.0                | 2.4               | 37.0  |                                      |  |
| Female   | 109   | 100.0           | 21.4                 | 44.9           | 29.6                | 4.1               | 46.9  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 57  | 100.0           | 13.6                 | 47.7           | 34.1                | 4.5               | 54.5  | Yes                                  | Yes                                    |
| African American   | 180   | 100.0           | 30.7                 | 40.3           | 26.7                | 2.3               | 38.6  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 11  | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 188   | 100.0           | 17.6                 | 46.5           | 31.8                | 4.1               | 48.8  |                                      |  |
| Disabled   | 60  | 100.0           | 58.2                 | 27.3           | 14.5                | 0.0               | 18.2  | No                                   | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 248   | 100.0           | 27.6                 | 41.8           | 27.6                | 3.1               | 41.3  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 7   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 241   | 100.0           | 27.5                 | 41.9           | 27.9                | 2.7               | 41.4  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 214   | 100.0           | 28.4                 | 43.7           | 24.9                | 3.0               | 39.1  | Yes                                  | Yes                                    |
| Full-pay meals   | 34  | 100.0           | 21.4                 | 28.6           | 46.4                | 3.6               | 57.1  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 248 | 100.0 | 23.1 | 44.4 | 20.4 | 12.0 | 48.4 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 139 | 100.0 | 25.2 | 48.0 | 21.3 | 5.5  | 41.7 |     |     |
| Female   | 109 | 100.0 | 20.4 | 39.8 | 19.4 | 20.4 | 57.1 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 57  | 100.0 | 13.6 | 50.0 | 29.5 | 6.8  | 59.1 | Yes | Yes |
| African American   | 180 | 100.0 | 25.6 | 42.6 | 18.2 | 13.6 | 46.6 | Yes | Yes |
| Asian/Pacific Islander                                   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | 11  | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 188 | 100.0 | 15.3 | 45.9 | 24.1 | 14.7 | 57.1 |     |     |
| Disabled   | 60  | 100.0 | 47.3 | 40.0 | 9.1  | 3.6  | 21.8 | Yes | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 248 | 100.0 | 23.1 | 44.4 | 20.4 | 12.0 | 48.4 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 7   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 241 | 100.0 | 23.0 | 44.1 | 20.7 | 12.2 | 49.1 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 214 | 100.0 | 22.8 | 47.2 | 20.3 | 9.6  | 47.2 | Yes | Yes |
| Full-pay meals   | 34  | 100.0 | 25.0 | 25.0 | 21.4 | 28.6 | 57.1 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 248   | 100.0           | 55.1                 | 33.8           | 8.0                 | 3.1               | 11.1                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 139   | 100.0           | 63.8                 | 27.6           | 6.3                 | 2.4               | 8.7                                  |
| Female                         | 109   | 100.0           | 43.9                 | 41.8           | 10.2                | 4.1               | 14.3                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 57  | 100.0           | 40.9                 | 50.0           | 9.1                 | 0.0               | 9.1                                  |
| African American               | 180   | 100.0           | 58.0                 | 30.7           | 7.4                 | 4.0               | 11.4                                 |
| Asian/Pacific Islander         | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 11  | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 188   | 100.0           | 45.9                 | 40.0           | 10.0                | 4.1               | 14.1                                 |
| Disabled                       | 60  | 100.0           | 83.6                 | 14.5           | 1.8                 | 0.0               | 1.8                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 248   | 100.0           | 55.1                 | 33.8           | 8.0                 | 3.1               | 11.1                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 7   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 241   | 100.0           | 55.0                 | 34.2           | 7.7                 | 3.2               | 10.8                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 214   | 100.0           | 57.9                 | 32.0           | 7.6                 | 2.5               | 10.2                                 |
| Full-pay meals                 | 34  | 100.0           | 35.7                 | 46.4           | 10.7                | 7.1               | 17.9                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 248 | 100.0 | 36.4 | 46.7 | 9.8  | 7.1  | 16.9 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 139 | 100.0 | 36.2 | 44.9 | 10.2 | 8.7  | 18.9 |
| Female                         | 109 | 100.0 | 36.7 | 49.0 | 9.2  | 5.1  | 14.3 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 57  | 100.0 | 34.1 | 50.0 | 4.5  | 11.4 | 15.9 |
| African American               | 180 | 100.0 | 36.9 | 45.5 | 11.4 | 6.3  | 17.6 |
| Asian/Pacific Islander         | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Hispanic                       | 11  | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 188 | 100.0 | 28.8 | 48.8 | 12.9 | 9.4  | 22.4 |
| Disabled                       | 60  | 100.0 | 60.0 | 40.0 | 0.0  | 0.0  | 0.0  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 248 | 100.0 | 36.4 | 46.7 | 9.8  | 7.1  | 16.9 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 7   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 241 | 100.0 | 36.5 | 46.4 | 9.9  | 7.2  | 17.1 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 214 | 100.0 | 37.1 | 47.2 | 9.6  | 6.1  | 15.7 |
| Full-pay meals                 | 34  | 100.0 | 32.1 | 42.9 | 10.7 | 14.3 | 25.0 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 61   | 100.0    | 19.7          | 31.1    | 41.0         | 8.2        | 49.2                         |
|                              | 4     | 79   | 100.0    | 29.3          | 40.0    | 28.0         | 2.7        | 30.7                         |
|                              | 5     | 70   | 100.0    | 24.3          | 57.1    | 17.1         | 1.4        | 18.6                         |
|                              | 6     | 72   | 100.0    | 38.9          | 40.3    | 16.7         | 4.2        | 20.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 46   | 100.0    | 23.3          | 27.9    | 41.9         | 7.0        | 48.8                         |
|                              | 4     | 56   | 100.0    | 19.6          | 39.2    | 39.2         | 2.0        | 41.2                         |
|                              | 5     | 77   | 100.0    | 32.4          | 52.9    | 14.7         | 0.0        | 14.7                         |
|                              | 6     | 69   | 100.0    | 30.6          | 41.9    | 22.6         | 4.8        | 27.4                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 61   | 100.0    | 18.0          | 63.9    | 18.0         | N/A        | 18.0                         |
|                              | 4     | 79   | 100.0    | 22.7          | 40.0    | 17.3         | 20.0       | 37.3                         |
|                              | 5     | 70   | 100.0    | 31.4          | 42.9    | 17.1         | 8.6        | 25.7                         |
|                              | 6     | 72   | 100.0    | 20.8          | 52.8    | 13.9         | 12.5       | 26.4                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 46   | 100.0    | 14.0          | 46.5    | 32.6         | 7.0        | 39.5                         |
|                              | 4     | 56   | 100.0    | 23.5          | 33.3    | 19.6         | 23.5       | 43.1                         |
|                              | 5     | 77   | 100.0    | 25.0          | 51.5    | 13.2         | 10.3       | 23.5                         |
|                              | 6     | 69   | 100.0    | 27.4          | 43.5    | 21.0         | 8.1        | 29.0                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 46   | 100.0    | 34.9          | 46.5    | 16.3         | 2.3        | 18.6                         |
|                              | 4     | 56   | 100.0    | 51.0          | 37.3    | 7.8          | 3.9        | 11.8                         |
|                              | 5     | 77   | 100.0    | 60.3          | 33.8    | 4.4          | 1.5        | 5.9                          |
|                              | 6     | 69   | 100.0    | 66.1          | 22.6    | 6.5          | 4.8        | 11.3                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 46   | 100.0    | 16.3          | 48.8    | 25.6         | 9.3        | 34.9                         |
|                              | 4     | 56   | 100.0    | 33.3          | 62.7    | 3.9          | 0.0        | 3.9                          |
|                              | 5     | 77   | 100.0    | 55.9          | 36.8    | 4.4          | 2.9        | 7.4                          |
|                              | 6     | 69   | 100.0    | 30.6          | 43.5    | 9.7          | 16.1       | 25.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 387)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%                 | Up from 98.0%                | 100.0%  | 100.0%                          |
| Retention rate  | 3.8%                   | Down from 4.3%               | 3.9%  | 3.0%                            |
| Attendance rate   | 96.0%                  | Up from 95.5%                | 96.0%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 9.8%                   | Down from 11.4%              | 5.6%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 9.7%                   | Down from 10.3%              | 4.9%  | 3.2%                            |
| Eligible for gifted and talented  | 7.5%                   | Up from 7.4%                 | 5.1%  | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 14.9%                  | Down from 17.4%              | 7.8%  | 8.2%                            |
| Older than usual for grade  | 2.3%                   | Down from 2.7%               | 1.7%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | Down from 0.2%               | 0.0%  | 0.0%                            |
| <b>Teachers (n= 34)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 67.6%                  | Up from 62.2%                | 50.0%   | 52.6%                           |
| Continuing contract teachers  | 85.3%                  | Down from 91.9%              | 76.9%   | 83.3%                           |
| Highly qualified teachers   | 93.8%                  | Up from 87.9%                | 92.3%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 3.1%                   | Up from 0.0%                 | 2.4%  | 0.0%                            |
| Teachers returning from previous year   | 87.5%                  | Up from 85.7%                | 83.4%   | 87.0%                           |
| Teacher attendance rate   | 93.8%                  | Down from 96.1%              | 94.9%   | 95.0%                           |
| Average teacher salary  | \$42,365               | Up 4.3%                      | \$40,404  | \$41,703                        |
| Prof. development days/teacher  | 17.6 days              | Up from 11.8 days            | 13.3 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 19.0                   | Up from 18.0                 | 4.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 15.8 to 1              | Down from 17.2 to 1          | 16.6 to 1   | 18.8 to 1                       |
| Prime instructional time  | 89.1%                  | Down from 90.7%              | 88.9%   | 89.8%                           |
| Dollars spent per pupil*  | \$7,909                | Up 4.5%                      | \$7,237   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 56.5%                  | Down from 59.1%              | 63.2%   | 65.8%                           |
| Opportunities in the arts   | Good                   | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.0%                  | Up from 98.1%                | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes                    | No change                    | Yes   | Yes                             |
| Character development program   | Average                | No change                    | Good  | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | 94.8%                  |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | 95.8%                  |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | Yes   |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cross Elementary School has created a positive climate for learning centered on its school motto--I BELIEVE IN MYSELF...I CAN! The school population is unique and ranges from four-year-old child development through sixth grade. The school is fully accredited by the Southern Association of Colleges and Schools and qualifies for Title I federal funds based on a free and reduced lunch rate exceeding 90%.

The school offers a wide variety of educational programs to benefit all levels and styles of learners. A quality fine arts program provides students art, music, library, and physical education. In addition, band and strings are offered to fifth and sixth grade students. All students attend daily computer lab instruction. Students in grades 4-6 needing additional instruction in math and reading are identified and provided assistance in after-school tutoring classes. Selected first through sixth grade students are provided tutoring and extracurricular activities through a 21st Century grant.

Cross Elementary has been awarded the Palmetto Silver Award for the past two years. The school, in collaboration with the School Improvement Council, was successful in implementing and achieving its programs and goals in service learning, School-to-Work grants, school volunteers, annual career day, DADS mentoring program, and the school-wide Accelerated Reading incentive program.

There is a continued emphasis on professional growth and development for the Cross Elementary staff. All staff members are trained in the 6 + 1 Writing Traits model; Standards in Practice (SIP), Curriculum Mapping, and grade level appropriate science kits, as well as the Cunningham Language Arts Model of instruction. Teachers, administrators, and classified staff are given opportunities to participate in local workshops and state conferences to enhance their skills. In addition, several teachers participate in the South Carolina Reading Initiative to improve language arts instruction.

A representative amount of academically gifted students in grades 4 and 5 have been recipients of Duke TIP. Student achievement in grades one through six continues to show improvement in English/language arts and mathematics. Test score gains in subgroups have earned CES deregulation status. The adoption of a new reading curriculum and the usage of best practices in mathematics for grades one through six will assist with efforts for continued student success.

Carolyn M. Gillens, Ed.D, Principal

Angelia D. Scott, School Improvement and Curriculum Facilitator

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 17       | 43        | 18       |
| Percent satisfied with learning environment            | 94.1%    | 69.0%     | 83.3%    |
| Percent satisfied with social and physical environment | 82.4%    | 80.5%     | 82.4%    |
| Percent satisfied with school-home relations           | 41.2%    | 92.5%     | 76.5%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.